

From: [Smith, Randy](#)
To: [Pasque, Penny](#)
Cc: [Leite, Fabio](#); [Reed, Katie](#); [Smith, Randy](#); [Griffiths, Rob](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Focht, Brian](#); [Bagent, Aaron](#); [Snyder, Anastasia](#)
Subject: Proposal to establish a 3b certificate in Qualitative Inquiry in Education
Date: Friday, January 26, 2024 2:21:23 PM
Attachments: [image001.png](#)

Penny:

The proposal from the Department of Educational Studies to establish a 3b certificate in Qualitative Inquiry in Education was approved by the Council on Academic Affairs at its meeting on January 24, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

As you heard, there are ongoing institution-level discussions about the percentage of the online component in programs, notably the 50% threshold concept. Thank you for addressing that issue in your comments. Your College, and all others, will be involved in that conversation as we move forward.

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

I wish you success with this important program development.

Randy



THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **11/30/2023**

RE: Proposal to **Establish a 3B Certificate in Qualitative Inquiry in Education** in the College of **Education and Human Ecology**

The **Educational Studies department** in the **College of Education and Human Ecology** is proposing a **a 3B Certificate in Qualitative Inquiry in Education**.

The proposal was received by the Graduate School on **5/12/2023**. The combined GS/CAA subcommittee first reviewed the proposal on **10/31/2023** and requested minor revisions. Revisions were received on **11/20/23**. Associate Dean Miriti reviewed and accepted the revisions on **11/27/23**. The proposal is now forwarded to CAA for review.

Memo

May 9, 2023

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Aaron Bagent, Curriculum Specialist

RE: New Program – Qualitative Inquiry in Education embedded certificate, Department of Educational Studies

Please find the proposal materials included to create a new embedded certificate – Qualitative Inquiry in Education. This was approved at the College of Education and Human Ecology Curriculum Committee meeting on May 8, 2023. If there are any questions, please contact me at bagent.14@osu.edu.



**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term:

College:

New/Establish:

Secondary Major Eligible:

Academic Unit:

Revise:

50% Revision:

Mark Up:

Program Contact:

Terminate:

Suspend:

Certificate Category*:

Degree/Credential:

Program of Study :

Title:

Code:

Program Focus*:

Credit hours to degree/credential:

Is this a change to the current total?

Yes No

Program offered only online?

Yes No

If yes, is there a signed MOU with ODEE?

Yes No

Campus(es) where offered:

Columbus

ATI

Lima

Mansfield

Marion

Newark

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable



May 9, 2023

Dr. Mary Stromberger, PhD
Vice Provost for Graduate Education and
Dean of the Graduate School
250 University Hall
320 N. Oval Mall
Columbus, OH 43210

Dear Dean Stromberger,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of Academic Affairs. EHE supports the recent curricular change that was approved by the EHE Curriculum Committee on May 8, 2023:

- Creation of an embedded certificate titled Qualitative Inquiry in Education (QIE) located in the Department of Educational Studies.

We anticipate that these changes will improve the curriculum opportunities in the programs in EHE for graduate students.

Sincerely yours,

Anastasia R. Snyder, PhD
Associate Dean for Faculty Affairs
College of Education and Human Ecology



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Department of Educational Studies
Higher Education & Student Affairs

121 Ramseyer Hall
29 W Woodruff Ave.
Columbus, OH 43210

April 24, 2023

Curriculum Committee
College of Education and Human Ecology

Dear Colleagues:

I am writing in support of the proposal for a new embedded Graduate Certificate in the Department of Educational Studies (ES) for *Qualitative Inquiry in Education (QIE)*. The proposed program aligns well with our Department's mission and our College's core values. It will also meet demands from students to increase their qualitative inquiry skills and knowledge, while at the same time support enrollment generation within our department and larger college. The proposal was reviewed and approved by the ES Graduate Studies Committee on 4/3/2023.

There are currently no negative budgetary implications, though we anticipate with future growth of the program instructional demands will likely change as outlined in the proposal document. Our department leadership will revisit these resource requests as needed, and are therefore supportive of the proposal moving forward.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Marc Johnston Guerrero
Associate Chair, Department of Educational Studies
Associate Professor, Higher Education and Student Affairs
The Ohio State University
614.688.1428 | Guerrero.55@osu.edu



Date: November 15, 2023

Original Submission: April 24, 2023

Revision with modalities & course approvals updates: October 3, 2024

Dear Curriculum Review Committee;

Thank you for reviewing the embedded certificate titled, "Qualitative Inquiry in Education (QIE)," in the Department of Educational Studies with collaboration from faculty across the College of Education and Human Ecology (also called "the certificate"). Attached you will find the original submission has been updated with the following changes, per your recommendation. We appreciate the feedback as this proposal originally started as a different type of certificate before it was changed to an embedded certificate. The changes include:

- The proposal states that there is no need for funding; however, it was also stated that there is a need to hire an additional administrator and to create fully online offerings. Please discuss these in more detail to clarify funding needs associated with this certificate.
 - See Section IV on **page 9**. It is a new section on "College of Education & Human Ecology Future Considerations: Beyond the Scope of the Current Proposal" that we will share with college leadership.
- The proposal discusses Big10 marketing and community members engaging in the certificate opportunity. Because this is a 3B Certificate, it is restricted to students enrolled in an OSU graduate program. Please review and adjust this language. It was noted during review that the proposal may be incorporating hopeful future practices rather than implementation at this time. It may improve clarity to remove sections pertaining to future opportunities and developments.
 - Correct. Thank you. In addition to adding a Section IV. We have adjusted the language about embedded certificates and how they are available only for current Ohio State students on **pages 5-6**.
- The modalities of courses are not fully listed for each course. Please clarify delivery for each course. The statement regarding certain courses being held in-person within the department is not sufficient.
 - Modalities were added in a revised version and are also included in this version. See the Advising Sheet on **page 3** where modality is listed next to each individual course. In addition, we included additional language about modalities on **page 6**. If this is not clear enough, please let us know.
- It was noted in review of the proposal that more than 50% of the certificate can be taken online. Please clarify if the desire of the program is to offer a high flex model of delivery for the certificate. Please note that certificates that will be delivered online do require consultation and an MOU with OTDI before the proposal can be escalated for review at CAA.
 - Important point. Agreed. This is now addressed on **page 6**.

The goal is to start as soon as possible, pending approval. An [embedded certificate](#) includes courses already in existence for enrolled degree program graduate students taught by current faculty members.

ESQUAL is not a departmental program, but a group of faculty from programs across the department who come together to teach and/or advise on the qualitative course offerings for graduate students within the department and beyond. This group of faculty initiated the original proposal and then worked in collaboration with faculty across the college to include relevant courses. Graduate students within the department, across the college, and across the university often take these courses. *Update after Departmental Submission in Feb/March '23:* We learned in Spring '23 that the EHE curriculum committee will invite courses from across the university to fit within a certificate program. Preemptively, we were in touch with colleagues from the Department of Teaching and Learning and Department of Human Sciences (and cc'ed department chairs). We invited them to review this proposal as well as to add courses they think would fit within this certificate pending they were interested in joining the certificate curriculum regular meetings. If approved, all faculty who teach in the QIE certificate program will meet regularly.



Enclosed and attached will find the revised:

- I. Section I – The Qualitative Inquiry in Education (QIE) Embedded Certificate Advising Sheet & Pathway.
- II. Section II – Rationale and information regarding the Certificate, including program goals, learning outcomes, and target audience.
- III. Section III – Current Capacity and Recent Changes to the Curriculum.
- IV. Section IV – College of Education & Human Ecology Future Considerations: Beyond the Scope of the Current Proposal
- V. **Appendix A**, attached – Research of inter/national “benchmarking” institutions that offer qualitative certificates.
- VI. **Appendix B**, attached – Enrollment Trends in Qualitative Courses in Educational Studies. Please note, ESQUAL enrollment has been up in recent years. Lower enrollment courses have not been offered in a while. [Information regarding TL qualitative courses was not obtained as curriculum is at the department level and this was a 2-year ES initiative, adding TL faculty in spring '23. We anticipate the sharing of curricular information in future QIE certificate meetings].

Thank you for considering this Educational Studies ESQUAL Embedded Certificate titled, “Qualitative Inquiry in Education,” which is now an interdepartmental collaboration.

Sincerely,

- Penny A. Pasque, Professor
ESQUAL Program Coordinator, Department of Educational Studies
Qualitative Methods Director, ORIC, College of Education & Human Ecology
QualLab Director

In Collaboration with the ESQUAL Faculty (all ES faculty welcome to participate in this group)

- Colette Dollarhide, Counselor Education
- Antoinette Errante, Philosophy, History, & Policy in Education
- Venus Evans-Winters, Philosophy, History, & Policy in Education
- Michael Glassman, Educational Psychology
- Yvonne Goddard, Philosophy, History, & Policy in Education and Special Education
- Rhodesia McMillian, Philosophy, History, & Policy in Education
- Jan Nespor, Philosophy, History, & Policy in Education
- Stephen Quaye, Higher Education and Student Affairs
- Kisha Radliff, School Psychology
- David Stein, Workforce Development & Education

With ES .5 GRA Support in the 2022-2023 academic year (not EHE/QualLab Role)

- Chelsea Gilbert, Higher Education & Student Affairs

Spring '23 – Email Review of proposal and conversations with the TLQUAL & HSQUAL Faculty who were invited to and requested to add courses. Faculty teaching respective courses will participate in QIE certificate meetings.

- Mollie Blackburn, Professor Literacy and Language
- Michiko Hikida, Associate Professor of Reading and Literacy
- Laurie Katz, Professor Early Childhood Education
- Stephanie Power-Carter, Professor and Director of the center for Video Ethnography and Discourse Analysis (CVEDA)
- Peter Sayer, Associate Professor of Foreign, Second & Multilingual Language Education and Language, Education & Society



Section I – The “Qualitative Inquiry in Education (QIE)” ESQUAL Embedded Certificate Courses Advising Sheet & Pathway

Requirements – The certificate requires 12 total credit hours, including one introductory qualitative course, two electives, and one capstone course.

Instructions – Take 4 classes / 12 credit hours from below courses in the order depicted below.

Modalities – All Ohio State classes are held in one of four delivery modes: in-person, hybrid, distance-enhanced, or distance learning. [The student guide to instructional modes may be found here.](#)

Introductory Class – choose one (3 credit hours)

- ESQUAL 7230 – Qualitative Research for Educators (DL)
- ESQUAL / ESHESA 7526 – Designing Qualitative Research in Higher Education Settings (DL or in-person, depending on instructor & year)
- ESQUAL 8280 – Qualitative Research in Education: Paradigms, Theories, & Exemplars (in-person)

Embedded Courses – choose two (6 credit hours)

- ESQUAL/ESPHE 7240 Life History Methods and Interviewing (DL)
- ESQUAL 8285 – Qualitative Data Analysis Methods and Applications (DL)
- ESQUAL/ESPOL 8286 Critical Qualitative Approaches to Race and Policy Analysis (in person)
- ESQUAL 8287 Narrative Inquiry in Education and Human Ecology (DL)
- ESQUAL 8288 Intersectionality in Qualitative Research (DL)
- ESQUAL 8289 Digital Tools in Qualitative Research (Hybrid)
- EDUTL 7431 – Ethnography of Literacy and Language, part 1 (in person)
- EDUTL 7432 – Ethnography of Literacy and Language, part 2 (in person)
- EDUTL 8001 – Discourse Analysis and Educational Research, part 1 (in person)
- EDUTL 8002 – Discourse Analysis and Educational Research, part 2 (in person)
- EDUTL 8040 – Case Study of Teaching and Learning (in person) (*in person, pending course approval*)

Capstone Class – choose one (3 credit hours)

- ESQUAL 8290 Qualitative Research in Education: Methods & Analysis (in person)
- ESQUAL / ESHESA 8526– Advanced Qualitative Inquiry toward Educational Equity & Social Justice* (DL or in person, depending on instructor & year)

* *Note:* An additional course recommendation for Post-candidacy Certificate Students after the certificate & candidacy are obtained is EDUTL 8095 - Post-candidacy Qualitative Design & Analysis Seminar. The course is for dissertating students involved in their analysis process and offers a community during an often-isolating time.



Section II – Rational and Information Regarding the ESQUAL Embedded Certificate in Qualitative Inquiry in Education”, including Program Goals, Expected Learning Outcomes, and Target Audience

The ESQUAL program coordinator and faculty have been working toward a certificate for the past two years. A year ago, we learned of an “embedded certificate,” and think this is the best choice to meet our graduate student needs and interests. It will provide a pathway for students through the curriculum and provide certification for graduate students who are interested in teaching qualitative research as a new faculty member. *Why now?* Newly hired Department of Educational Studies faculty have joined existing faculty who teach qualitative research in the department, so our capacity has increased. As such, we have the capacity to offer this certificate without interruption for students while accommodating faculty grant buy outs and sabbaticals.

The **Certificate – Qualitative Inquiry in Education (QIE)** will prepare qualitative researchers with advanced training in qualitative research within educational studies settings. Importantly, ESQUAL faculty have already come together to design this curriculum based on student needs and the student learning outcomes. *For example, we considered: Who is the audience? How coherent should the certificate experience be? What are the program goals for the certificate? What would an introductory and capstone course need to address? What competencies are expected of our graduates? What course offerings do we need based on the expertise of this stellar / nationally award-winning group of Educational Studies scholars that focus on qualitative research?*

Organizational Structure

The ESQUAL faculty group meets regularly (3-5 times per academic year) to discuss the program goals, learning outcomes, pathways, students, etc. so the faculty organizational structure is already in place within the department. This group will be expanded to include all EHE faculty who teach courses in the certificate. The faculty consider these meetings and communication process an important aspect of this certificate proposal because faculty discuss the curriculum, ensure the pathway of courses works well for students, explore paradigmatic differences between faculty useful for graduate students as they learn from multiple faculty with different philosophical perspectives and knowledges, adjust courses as we revise syllabi to include the latest in qualitative approaches (i.e., post-qualitative, decolonizing approaches, traditional approaches), as well as discuss student concerns, enrollment issues, marketing, etc.

Program Goals

The Department of Educational Studies Certificate in **Qualitative Inquiry in Education (QIE)** will prepare researchers with a scaffolded pathway to understand various philosophical and methodological approaches to qualitative research in educational studies settings. The certificate will introduce novice researchers to the basics of qualitative research through advanced levels of inquiry.



The goal of this certificate is to prepare students to lead and participate as research team members in qualitative research projects, including and beyond a dissertation.

Outcomes

The Embedded Certificate in **Qualitative Inquiry in Education** will provide a scaffolded pathway for incoming graduate students interested in educational studies (i.e., educational policy, higher and postsecondary education, workforce development, counseling):

- To take an introductory / survey-type course where students learn about and discuss the philosophies, paradigms, epistemologies, ontologies, axiologies, methodologies and methods for qualitative research.
- To provide an introduction to qualitative research, qualitative research national associations, and professional discourse regarding qualitative inquiry within the fields of education and higher education.
- To choose from a number of qualitative theoretical, collection, coding, and analysis courses chosen by the student based on their own research interests in educational studies.
- To encourage an initial critical exploration of the various facets and complexities of qualitative inquiry.
- To reflect critically and deeply about the influence of one's own positionality and standpoint in relation to qualitative inquiry (e.g., power differentials, researching within or outside one's own identities, de-colonizing approaches, framing questions, and interpreting findings).
- To practice conducting qualitative research collection strategies, including writing research questions, interviewing, conducting focus groups, observing, accessing policy documents, and/or other methods of collection.
- To learn and practice qualitative research analysis strategies, including diving more deeply into different coding techniques, tools, analysis processes, and writing up findings.
- To apply criteria for assessing trustworthiness, congruence in design, language, and other relevant terms.
- To obtain CITI certification and learn about the Institutional Review Board process.
- To take a capstone course that provides an opportunity to put the previous courses in practice through conducting, writing up, and disseminating the research study within and beyond the academy.

Student Population for the Embedded Certificate in **Qualitative Inquiry in Education (QIE)**

The Ohio State University Graduate Students – Students who enroll in the Embedded Certificate in **Qualitative Inquiry in Education** will be internal Ohio State graduate students who wish to develop expertise in qualitative methodologies and methods within educational settings. This will prepare students who are interested in serving as faculty members and/or qualitative researchers. It will also provide a foundation for students interested in the qualitative aspects of mixed methods research. The embedded certificate would be added to existing degree programs at Ohio State. The audience would



be EHE students across departments and students across the university (e.g., Social Work, Glenn School of Business, Arts and Sciences, Wexner Medical School, and other programs). To be clear, students outside the college are enrolled in ESQUAL courses regularly.

Student Interest from Outside Ohio State

Embedded certificates are for graduate students enrolled at The Ohio State University. At times, graduate students outside of the university have taken ESQUAL courses. These graduate students have come from within (e.g., Michigan State) and outside of the Big Ten (e.g., Kent State). There are two options for students interested in an EHE course, however, *non-degree students may not obtain an embedded certificate*.

1. Option 1: [Graduate Non-Degree Student](#). Any graduate student is able to register for EHE courses where their first step is to apply through our Graduate and Professional Admissions to become a graduate non-degree student. Once students apply and are admitted, they should be able to register for courses following already set processes.
2. Option 2: [Big Ten Alliance Program - CourseShare](#). Students in the Big Ten may take advantage of the CourseShare program. Interested graduate students should reach out to the respective departments' student service office at their home institution and at Ohio State.

Modalities

Modalities for each course are outlined in *Section I - The Qualitative Inquiry in Education (QIE) ESQUAL Embedded Certificate Courses Advising Sheet & Pathway*. QIE is an in-person program. Approximately 50% of the certificate may be taken online or hybrid. The desire of the program faculty is to offer some flexibility for students, but not a "high flex" or completely online delivery for the certificate. We are aware that any certificate delivered online will require consultation and an MOU with OTDI before a proposal can be escalated for review at CAA. That is not our goal at this time, however, if that changes in the future, we will be certain to take the required steps as outlined by the university.

ESQREM Interdisciplinary Specialization

The ESQREM program has a 9-credit [interdisciplinary specialization](#), which has dedicated faculty who have created majors and this additional curricular program. The ESQREM specialization has served as a good model for the ESQUAL embedded certificate, however that is only 9 credit hours. This requires the introductory course, capstone course, and two additional qualitative courses to meet the learning outcomes.

Inter/National Landscape Research

See Appendix A for a compiled list of benchmarking programs in the US and abroad with Qualitative Certificates. Most offer the certificate or degree to [internal audiences \(i.e., similar to our proposed embedded certificate\)](#). Most are in colleges comparable to Ohio State's College of Education and



Human Ecology. For example, in the case of the University of Southern Florida, the courses are in person, so it is geographically bound.

Section II – Current Capacity and Recent Changes to the Curriculum

In 2019-2020, EHE's QualLab methodology center worked with qualitative faculty in all three departments on a survey of research interests and needs. The [Curriculum Report](#) found that more analysis courses were needed. In addition, QualLab has collected qualitative courses throughout all 3 departments and posted this on the [website](#) for students and tweet it out regularly via Penny Pasque's role as Director of QualLab and with support from QualLab GRAs. To be clear, this Office of Research, Innovation and Collaboration office *does not have* oversight over the curriculum, which is in departments. However, it [hosts a webpage](#) that includes all qualitative courses offered by the college with a note that the most up to date information is on [BuckeyeLink](#) in the latest Course Catalogue. (Moving forward, QualLab will link to any department and/or college page with the certificate information. As such, curricular information will remain in the departments and updated by student service staff.)

In Spring 2021, Pasque was appointed ESQUAL Program Coordinator for the department through her ES faculty role (but regular ESQUAL conversations started in Fall 2019). It is this collaborative group of faculty who have worked on the curriculum and submitted this proposal. Since that time, the ESQUAL team of faculty have made [significant adjustments to the ESQUAL curriculum](#) in conversation with the EdD coordinators and interested program faculty (e.g., David Stein, Colette Dollarhide, Yvonne Goddard, Stephen Quaye, Kisha Radcliff). In addition, Rhodesia McMillian, a deans diversity postdoctoral researcher is now an assistant professor (Rhodesia McMillian) and Venus Evans-Winters has been added as a part time clinical professor. We are also working with DDP Noemi Linares-Ramirez (Workforce) to teach a crosslisted mixed methods course with QREM (to be taught in Spring '24).

As you may know, our current courses are often full, particularly for "high-touch" research courses. At most institutions, research courses have a smaller enrollment requirement, but not in the Department of Educational Studies. Course enrollments have been high from 2019 – present (See Appendix B).

The ESQUAL program has the capacity and expertise to offer this embedded certificate. Further, we've shared syllabi with each other and started to talk them through in order to:

- 1) facilitate stronger connections between courses, so they are intentionally scaffolded (done and ongoing)
- 2) revise the ESQUAL pathways through the curriculum (posted on the website for Masters, EdD and PhD students)
- 3) added two ESQUAL courses and revised one course during the 2021-2022 academic year (done)
- 4) added two more for the 2022-2023 academic year (submitted / in process)



- 5) *update after departmental review*: invited faculty in TL and HS who are interested in teaching in the certificate program to participate in these curricular meetings and this process.

Recent changes to the ESQUAL program

Semester	Course	Need	Faculty
Autumn 2021	ESQUAL 7230 Qualitative Research for Educators	Redesigned to meet student needs – <i>paperwork approved '22</i>	Nespor
Autumn 2021	ESQUAL 8285 ESPHE Qualitative Data Analysis & Applications	Designed for EdD students in conversation with Barnes & Pasque – <i>paperwork approved '22</i>	Errante
Spring 2022	ESQUAL / ESHESA 8526 Advanced Qualitative Inquiry toward Educational Equity & Social Justice	Taught once during covid. Re-designed for EHE graduate students with a focus on analysis to meet student needs – <i>Syllabus reviewed by EHE's Quality Assurance Process in Fall '21 and redesigned Dec/Jan 2022; paperwork approved '23</i>	Pasque
Spring 2022	ESQUAL 7240 - Life History and Interviewing	Submitted paperwork for title change – <i>paperwork submitted and approved '22</i>	Errante
Spring 2022	ESHESA/ESQUAL 7256 - Qualitative Research in Higher Education Settings	Submitted paperwork for cross listing with ESQUAL for tracking in conversation with HESA program – <i>paperwork approved '22</i>	Pasque
Spring 2023	ESQUAL / ESPOL 8286 - Critical Approaches to	Course taught. <i>Paperwork submitted & approved '23</i>	McMillian



	Race & Policy Analysis course		
Spring 2023	ESQUAL 6269 - Digital Tools in Qualitative Research (NVivo, Transana, GIS mapping, etc.)	Need for more analysis courses and potential to draw students from across the university. <i>Paperwork approved to reactivate this course; paperwork submitted for new course number to put in certificate sequence; approved '23</i>	McMillian
Spring 2023	ESQUAL 8285 - Intersectionality in Qualitative Research	Course taught. <i>Paperwork submitted and approved Summer '23</i>	Evans-Winters
Spring 2023	ESQUAL 8287 - Narrative Inquiry in Education and Human Ecology	Course taught. <i>Paperwork in submitted and approved Summer '23.</i>	Evans-Winters

Section IV – College of Education & Human Ecology Future Considerations: Beyond the Scope of the Current Proposal

This section includes recommendations for the college if the embedded certificate proposal is approved and does well. We offer these recommendations based on our experience within the college and elsewhere.

Marketing toward EHE Course Enrollment – The college is working on enrollment, although the ESQUAL courses have benefited from full courses, often with waitlists. The entire college would benefit from a stronger curricular connections across the university, with the Big Ten as there is already a program in place for students to take courses through the Big Ten Alliance Program, and for any graduate student as they are able to register for EHE courses as a [graduate non-degree](#) student. We encourage the college to consider marketing if they deem it beneficial. To be sure, only The Ohio State University graduate students may enroll in an embedded certificate – the focus of the current proposal.

Additional Certificates – If the embedded certificate is successful, then at a later time, departments may consider proposing additional certificates and/or proposing an expanded QIE certificate to include to include an online option. If so, then a needs assessment of the target population is important to



determine the correct audience/s for the certificate programs. The audience will determine 1) the curriculum design and objectives and 2) the marketing plan.

Expanded QIE Target Population (depending on the success of the current QIE proposal) – If QIE is successful and the college would like to increase the options, then we would request a thorough needs assessment by the College or a professional organization, as this is beyond the capacity of the ESQUAL faculty but will be crucial in decision making for the future to determine if the investment and effort is worthwhile. There are a few target populations for an ESQUAL non-embedded certificate program, each of whom requires a different curriculum and delivery. Two or more could be combined, and this would require different course sequencing and electives.

- *Community members in the local Columbus area* – This group is external to Ohio State and work in the local community. This includes policy makers, non-profit administrators, educational leaders, and others who wish to obtain further credentials and serve as practitioner-scholars. The delivery would be in person and courses could be taught in the community as well as on campus.
- *Graduate Students External to OSU* – This is a group of graduate students who wish to enrich their programs of study with advanced qualitative methodologies. The degree could be ‘added on’ to existing degree programs and would require support for credit transfer. Students could be drawn to Ohio State because of the stellar national reputation of qualitative scholars in the college. This would require new proposals in order to change to online delivery of all courses. If the college wishes to go with this option (external, online delivery), we would compete with at least 4 other nationally-recognized online-only certificate programs (University of Illinois-Bloomington, Kansas State, University of Georgia, & West Virginia) with UGA with the strongest reputation at present – Bloomington had a stronger reputation approximately a decade ago.

Request for new or partial ES administrator support to work with the certificate program. This was the original discussion with the Department Chair at the start of the proposal process and is not expected with the current embedded certificate proposal. However, if there is growth with this certificate and others, then we would encourage the college and department graduate student services leadership to ensure there is the staff that could handle the growth and it not be put on existing staff and faculty.

- Student enrollment growth and new certificates require support from **ES student services administrators** in order to make sure student paperwork is clear and accurate. This team also works with the university to track and administer the certificate for deserving students. Further, it is the entity that would respond to student questions about the certificate, including what courses “count” or not; if they could or couldn’t substitute a course, etc.
- Develop a strong **website** within the existing websites for the college to which the QualLab methodology center, the college, and departments may link.



- Market certificate and/or courses to colleges, departments, faculty and graduate students across the university. To take this on, first a clear website would need to be created (see #2). Second, a list of contacts would need to be researched. This list does not exist.
- The [Big Ten Academic Alliance](#) institutions have a long history of sharing faculty expertise by making specialized courses available to students from member universities. The Big Ten Academic Alliance Deans of Arts and Sciences took this concept to another level by launching CourseShare, an ambitious and visionary program that offers distance-learning courses to students at Big Ten Academic Alliance campuses. ESQUAL courses are an example of this type of specialized courses, we have had a few students seek us out (e.g., Michigan State University, Kent State University), and have nationally renowned faculty who students may want to work to complete their own degree program. However, there was quite a bit of paperwork to enroll the students interested in the program and it required a number of emails with the Student Services Staff, Program Coordinator, the faculty, and the students. This requires departmental website and email correspondence with clear information. It also requires support from ES student services in order to make sure student paperwork is clear and we have the capacity to support students in the Big 10 navigation process through the Ohio State side of the paperwork.

Again, this section of the current proposal focuses on the future / beyond the current proposal and requests the college and departments continue to consider the bandwidth of the current team.



Appendix A – Benchmarking

Compiled by Chelsea Gilbert, ES GRA for Penny Pasque (not via GRA QualLab position)

Institution	Name of Certificate	Number of Credit Hours	Audience	Link
Purdue University	Certificate in Qualitative Research	12; 2 introductory courses and 2 electives	Appears to be internal / Purdue University College of Education students	https://www.education.purdue.edu/online-learning/certificates/qualitative-research/
University of South Florida	Qualitative Research Graduate Certificate	13; 1 introductory course and 3 electives	Appears to be open to the public as well as open to current USF graduate students, but specifies that instruction happens on-campus	https://www.usf.edu/education/areas-of-study/educational-measurement/programs/graduate-certificate-qualitative-research/
University of North Carolina – Chapel Hill	Graduate Certificate in Qualitative Studies	12; requires 1 “level one” course, 1 “level 2” course, and 2 “level 3” courses, plus a requirement to participate in certain activities in their QuaLab	Internal, recommended for “current graduate students”	https://ed.unc.edu/academics/programs/graduate-certificate-in-qualitative-studies
Kent State University	Graduate Certificate in Qualitative Research	18; requires 1 “introductory elective, 2 “research design/analysis” electives, and 3 general electives	Both internal and external; stand-alone program as well as for current grad students	https://www.kent.edu/ehhs/fla/eval/graduate-certificate-qualitative-research



University of Missouri	Certificate in Qualitative Research	18; 1 introductory course (pre-req, does not count toward requirement), 1 advanced course, 4 methodology/theory/methods courses, and 1 internship	Internal; just for degree-seeking doctoral students	https://education.missouri.edu/degrees-programs/certificates-minors/qualitative-research/
University of Memphis	Graduate Certificate in Qualitative Research in Education	12; 3 required core courses and 1 elective	Internal; just for students who have been admitted at the graduate level at University of Memphis	https://www.memphis.edu/cepr/edpr/qual_cert.php
George Mason University	Research Methods Graduate Certificate in Qualitative Research	18; 3 core classes, 3 electives	Internal and external; both for full-time students as well as available as a part-time stand-alone	https://education.gmu.edu/research-methodology/qualitative-research
University of Alabama	Qualitative Research Certificate	15; 3 required courses, 2 electives, and 1 capstone presentation	Appears to be external and internal	https://education.ua.edu/programs/ber/qualitative-research-certificate/
University of Georgia	Graduate Certificate in Interdisciplinary Qualitative Studies	18; 3 core, 2 electives, 1 research project under faculty supervision that counts as coursework	External; designed for non-degree-seeking students; offered online	https://online.uga.edu/degrees-certificates/graduate-certificate-interdisciplinary-qualitative-studies
University of South Carolina	Certificate of Graduate Study in	18; 3 core courses, 2 advanced topical	Appears to be internal and external; can	https://sc.edu/study/colleges_schools/education/stu



	Qualitative Research	courses, and 1 research project that counts as coursework	meet cognate requirements for some doctoral students or can be for any person who has a master's degree	dy/advanced study in education/educational foundations inquiry/graduate certificates/index.php
Kansas State University	Qualitative Research Graduate Certificate	18; 3 required, 2-3 electives, and one applied project that counts for course credit	Appears to just be external, though they do say the applied project could count include completing a dissertation using qualitative methods; offered online	https://online.k-state.edu/programs/certificates/graduate-certificates/qualitative-research.html
Nova Southeastern University	Certificate in Qualitative Research	18; 5 required, 1 elective	Appears to just be external	https://hcas.nova.edu/degrees/graduate/certificate/qualitative-research.html
Ball State University	Graduate Certificate in Qualitative Research in Education	12; all required	Appears to just be internal; recommended for PhD and EdD students	https://www.bsue.edu/academics/collegesanddepartments/educational-studies/academic-programs/graduate-certificates/qualitative-research-in-education
Michigan State University	Graduate Certificate in Qualitative Research Methods	15; 2 required and 3 elective	Internal; for doctoral students in College of Education specifically	https://reg.msu.edu/academicprograms/ProgramDetail.aspx?Program=6770



University at Buffalo	Advanced Certificate in Qualitative Methodology	12; 1 introductory, 1 advanced, and 2 electives	Internal; for UB doctoral students	http://ed.buffalo.edu/leadership/academics/ac/qualitative.html
Indiana University – Bloomington	Certificate in Qualitative Research and Inquiry Methodology	12; 3 core, 1 elective	Appears to be just external; offered online	https://education.indiana.edu/programs/graduate/certificate/qualitative-research-and-inquiry-methodology-online.html
Georgia State University	Graduate Certificate in Qualitative Research in Education	24; 4 required courses, 4 electives; also requires successful defense of a qualitative dissertation	Internal only; for doctoral students at Georgia State	https://education.gsu.edu/program/gcert-qualitative-research-education/
Virginia Commonwealth University	Graduate Qualitative Research Credential	12; 1 foundational course and 3 advanced courses	Internal only; for current VCU doctoral students	https://graduate.vcu.edu/research/credential.html
Western Michigan University	Graduate Certificate in Qualitative Research Methods	15; 5 required courses	Internal; for WMU grad students who are not in the evaluation/research program	https://wmich.edu/leadership/academics/emr/programs/qualitative-research-methods
University of Tennessee – Knoxville	Qualitative Research Methods in Education Graduate Certificate	12; 1 introductory, at least 1 “level 1” course, and at least 2 “level 2” courses	Internal; for currently admitted graduate students in educational psychology & counseling	https://catalog.utk.edu/preview_program.php?catoid=2&poid=283
Duquesne University	Certificate in Interpretive and	Unclear; not listed	Internal and external; for current grad	https://www.duq.edu/x3509.xml



	Qualitative Research		students as well as post-doctoral researchers, faculty, and advanced undergraduate students	
West Virginia University	Quantitative and Qualitative Social Science Research Methods Graduate Certificate	15; requires a quant and qual core, mixed methods or content analysis, and one quant and qual elective	Appears to just be external; offered online	https://online.wvu.edu/degrees-certificates/graduate-certificates/quantitative-and-qualitative-social-science-research-methods-graduate-certificate
University of Washington	QUAL Concentration	15; 10 credits from methods courses and 5 from theory courses; also requires completion of 1 data analysis workshop and attending 5 qual speaker series talks	Internal; for current students	https://jsis.washington.edu/programs/qual/programs/qual-requirements/
University of Oxford	Postgraduate Certificate in Qualitative Health Research Methods	3 “modules”	External; offered in a hybrid form	https://www.conted.ox.ac.uk/about/pg-cert-qualitative-health-research-methods
University of Toronto	Advanced Training in Qualitative Health	1 required, 2 electives	Internal; for current PhD students	https://ccqhr.utoronto.ca/education/about-course-series/certificate/



	Research Methodology			
University of Sydney	Professional Certificate in Qualitative Health Research	12; includes 2 "units of study"	Internal and external; for post-bachelors degree students or for MPH students	https://www.sydney.edu.au/course/s/courses/pc/sydney-professional-certificate-in-qualitative-health-research.html



Appendix B

Compiled by Andy Zircher, Institutional Research for EHE

Qualitative Research

Course Enrollment Summary- Autumn 2021

The information below includes course enrollment trends for the Qualitative Research program area in the Department of Educational Studies.

Figure 1 contains two bar charts. The chart on the left shows total 2020-21 course enrollments by Department of Educational Studies program area, with Qualitative Research highlighted. The chart on the right shows Qualitative Research course enrollment trends from AU16 through AU21. While 2020-21 resulted in the lowest total enrollment compared to the previous four academic years, AU21 has the highest enrollment of any term compared to the previous five years. Table 1 below provides more details with enrollments and credit hours by course.

Figure 1

Department of Educational Studies Course Enrollments

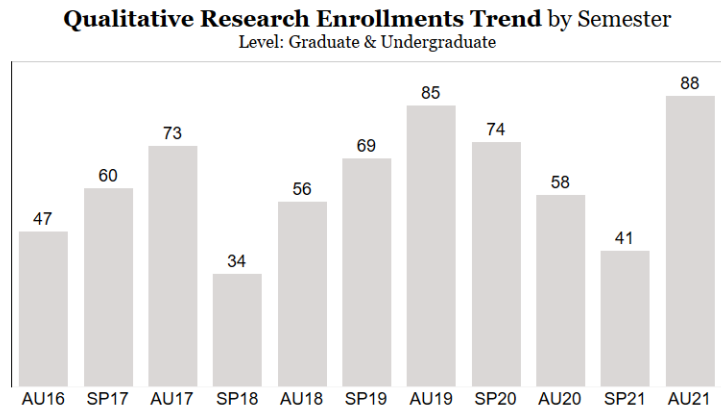
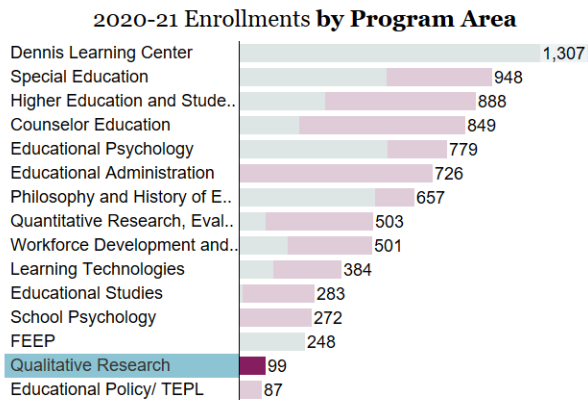




Table 1

Columbus Campus Enrollment and Credit Hours for Qualitative Research in Educational Studies

Course	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22
	Autumn	Spring	Autumn	Spring	Autumn	Spring	Autumn	Spring	Autumn	Spring	Autumn
ESHESA 7256	Enrollment	24	12	14	20	23	33	24	18		22
	Credit Hours	72	36	42	60	69	99	72	54		66
ESHESA 8895	Enrollment							19			
	Credit Hours							57			
ESQUAL 7230	Enrollment	14	12	12	9	36	18	21		30	
	Credit Hours	42	36	36	27	108	54	63		90	
ESQUAL 7240	Enrollment		11								
	Credit Hours		33								
ESQUAL 8210	Enrollment	6		4							
	Credit Hours	18		12							
ESQUAL 8211	Enrollment		3								
	Credit Hours		9								
ESQUAL 8280	Enrollment	27		45		36		34		40	39
	Credit Hours	81		135		108		102		120	117
ESQUAL 8290	Enrollment		10		11	10		10		11	
	Credit Hours		30		33	30		30		33	
ESQUAL 8895	Enrollment										27
	Credit Hours										81

Tables 2-4 disaggregate Qualitative Research course enrollment by degree, college, and program/specialization from AU19 through AU21. Figures from Table 2 show that the most common degree levels for students taking Qualitative Research courses are PhD and EdD. For example, of the 61 enrollments in AU21, 33 (54.1%) are PhD students, 20 (32.8%) are EdD students, 7 (11.5%) are masters level, and 1 is non-degree.

Figures from Table 3 show that the most common college of students enrolled in Education and Human Ecology, specifically the Department of Educational Studies. For example, of the 61 enrollments in AU21, 43 (53.1%) are from Educational Studies and another 11 (18.0%) are from other EHE programs. The rest are from other OSU colleges.

Table 4 shows enrollment by degree, program, and specialization.



Table 2
Qualitative Research Course Enrollment by Degree Level

	AU19	SP20	AU20	SP21	AU21
ESHESA 7256 PhD	12	8	13		13
EdD	8	6	1		2
MA	6	10	4		5
MBA					1
MS	1				1
NonDeg	6				
Total	33	24	18		22
ESHESA 8895 PhD		14			
EdD		4			
NonDeg		1			
Total		19			
ESQUAL 7230 PhD	9	6		12	
EdD		4		3	
MA	4	4		6	
MS	5	6		9	
NonDeg		1			
Total	18	21		30	
ESQUAL 8280 PhD	33		33		20
EdD			2		18
MA	1		2		
MS			3		
NonDeg					1
Total	34		40		39
ESQUAL 8290 PhD		10		11	
Total		10		11	
Grand Total	85	74	58	41	61



Table 3
Qualitative Research Course Enrollments by College

		AU19	SP20	AU20	SP21	AU21
ESHESA 7256	Educational Studies	21	21	16		16
	Other EHE	2	1	1		3
	Arts & Sciences					1
	Business					1
	Engineering	4	1	1		
	Fd, Ag, Env Sci		1			1
	Non Degree	6				
	Total	33	24	18		22
ESHESA 8895	Educational Studies		15			
	Other EHE		3			
	Non Degree		1			
		Total		19		
ESQUAL 7230	Educational Studies	8	12		14	
	Other EHE	5	7		14	
	Arts & Sciences	2	1		1	
	Engineering				1	
	Hlth & Rehab Sci	2				
	Public Health	1				
	Non Degree		1			
	Total	18	21		30	
ESQUAL 8280	Educational Studies	15		19		27
	Other EHE	15		10		8
	Arts & Sciences	2		8		3
	Engineering	1		1		
	Hlth & Rehab Sci			1		
	Public Health	1				
	Public Policy			1		
Non Degree					1	
	Total	34		40		39
ESQUAL 8290	Educational Studies		4		7	
	Other EHE		6		2	
	Arts & Sciences				2	
		Total		10		11
Grand Total		85	74	58	41	61



Table 4

Qualitative Research Course Enrollments by Degree, Program, and Specialization

	AU19	SP20	AU20	AU21
ESHESA EdD Ed Stud, Higher Education Stdnt Affairs	8	6	1	2
7256 MA Ed Stud, Higher Education Stdnt Affairs	6	10	4	5
MBA				1
MS Art Education				1
MS Civil Engineering	1			
NonDeg	4			
NonDeg Kinesiology	1			
NonDeg Spanish/ Portuguese	1			
PhD Ed Stud, Counselor Education	1			1
PhD Ed Stud, Educational Policy			1	1
PhD Ed Stud, Educational Psychology	1	3	1	4
PhD Ed Stud, Higher Education Stdnt Affairs	5	1	9	1
PhD Ed Stud, School Psychology Licensure		1		1
PhD Ed Stud, Special Education				1
PhD Engineering Education	3	1	1	
PhD Env Nat Resouces				1
PhD Food, Agri & Biological Eng		1		
PhD Kinesiology Health and Exercise Science				2
PhD Kinesiology Physical Education			1	
PhD Kinesiology Sport Management	2			1
PhD Tch&Lrn		1		
Total	33	24	18	22
ESHESA EdD Ed Stud, Higher Education Stdnt Affairs				4
8895 NonDeg Kinesiology		1		
PhD Ed Stud, Educational Policy		1		
PhD Ed Stud, Higher Education Stdnt Affairs		10		
PhD Kinesiology Sport Management		2		
PhD Tch&Lrn Multicultural&Equity Sts in Ed		1		
Total		19		



Qualitative Research Course Enrollments by Degree, Program, and Specialization, cont...

	AU19	SP20	AU20	SP21	AU21
ESQUAL 7230 EdD Ed Stud, Educational Administration		4			
EdD Ed Stud, Higher Education Stdnt Affairs				3	
MA Ed Stud, Biomedical Education	2			3	
MA Ed Stud, Educational Administration	1	1			
MA Ed Stud, Educational Policy		1		1	
MA Ed Stud, Educational Psychology		1			
MA Ed Stud, Higher Education Stdnt Affairs	1	1		2	
MS Health & Rehab	2				
MS Kinesiology Sport Management	3	6		9	
NonDeg		1			
PhD Art Education				1	
PhD Communication	1				
PhD East Asian Languages & Lit	1				
PhD Ed Stud, Counselor Education				1	
PhD Ed Stud, Educational Policy				1	
PhD Ed Stud, Educational Psychology				1	
PhD Ed Stud, Higher Education Stdnt Affairs	1	1			
PhD Ed Stud, Learning Technologies	3			1	
PhD Ed Stud, School Psychology Licensure		3		1	
PhD Engineering Education				1	
PhD Human Dev & Fam Sci				1	
PhD Kinesiology	1			1	
PhD Kinesiology Physical Education	1			2	
PhD Kinesiology Sport Management		1		1	
PhD Music		1			
PhD Public Health	1				
Total	18	21		30	
ESQUAL 8280 EdD Ed Stud, Educational Administration			1		18
EdD Ed Stud, Higher Education Stdnt Affairs			1		
MA Ed Stud, Biomedical Education			2		
MA Ed Stud, Educational Psychology	1				
MS Art Education			2		
MS Health & Rehab			1		
NonDeg					1
PhD Art Education	1		5		1
PhD Arts Admin, Edu, Policy	1				
PhD City & Regional Planning	1		1		
PhD Consumer Science			1		
PhD Ed Stud, Counselor Education	2		4		3
PhD Ed Stud, Educational Policy	2		4		1
PhD Ed Stud, Educational Psychology	3		1		1
PhD Ed Stud, Higher Education Stdnt Affairs	1		2		
PhD Ed Stud, Learning Technologies	3		2		
PhD Ed Stud, Philosophy and History of Educ	1		1		
PhD Ed Stud, School Psychology Licensure			1		3
PhD Ed Stud, Special Education	2				1
PhD Human Dev & Fam Sci			2		2
PhD Kinesiology Physical Education					3
PhD Kinesiology Sport Management			2		1
PhD Music			1		1
PhD Public Admin			1		
PhD Public Health	1				
PhD Speech & Hearing					1
PhD Tch&Lrn	1				
PhD Tch&Lrn Foreign,Second,MultilingualEd					1
PhD Tch&Lrn Language, Education, & Society	1				
PhD Tch&Lrn Lit for Children&Young Adults			1		
PhD Tch&Lrn Multicultural&Equity Sts in Ed	1		1		1
PhD Tch&Lrn Reading&LtrcyErylMiddlChldhd	2		1		
PhD Tch&Lrn Science, Tech, Engin, & Math	10		2		
Total	34		40		39
ESQUAL 8290 PhD Ed Stud, Counselor Education				1	
PhD Ed Stud, Educational Policy				4	
PhD Ed Stud, Educational Psychology		1			
PhD Ed Stud, Higher Education Stdnt Affairs				1	
PhD Ed Stud, Learning Technologies		3		1	
PhD Kinesiology Sport Management				1	
PhD Music				2	
PhD Tch&Lrn Multicultural&Equity Sts in Ed		1			
PhD Tch&Lrn Science, Tech, Engin, & Math		5		1	
Total		10		11	